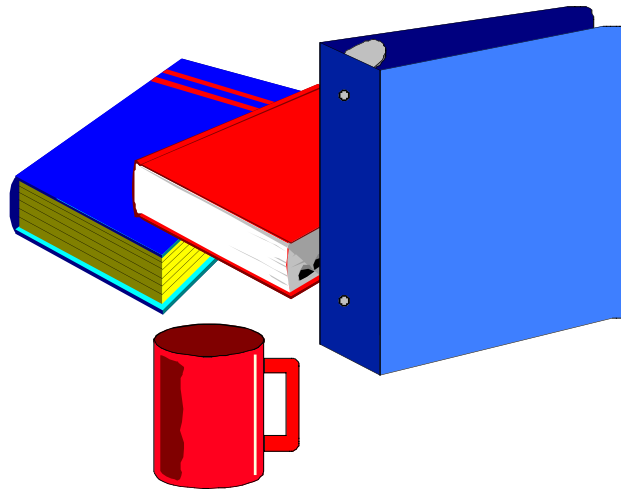


**Direct Support Professional Training
Year 2**

Teacher's Resource Guide



Session #8

Teaching Strategies: Ensuring Meaningful Life Skills

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: 8
Topic: Teaching Strategies: Ensuring Meaningful Life Skills

Core Objectives: Upon completion of this session, the DSP should be able to:

1. Demonstrate the ability to identify the steps required to complete a task or activity
2. Apply least-to-most assistance and/or prompts
3. Demonstrate the use of positive feedback
4. Demonstrate the ability to follow a plan for successful teaching

Time:	<i>Introduction and Key Words</i>	5 minutes
	<i>Introductory Activity</i>	10 minutes
	<i>Review of Teaching Strategies for Personalizing Skill Development</i>	10 minutes
	<i>Discussion, Demonstration and Practice Using Guidelines for Teaching Meaningful Life Skills</i>	55 minutes
	BREAK	15 minutes
	<i>Discussion, Demonstration and Practice Using Guidelines for Teaching Meaningful Life Skills (continued)</i>	40 minutes
	<i>Discussion and Practice for Developing Meaningful Teaching Plans</i>	10 minutes
	<i>Discussion on Implementing Meaningful Teaching Plans</i>	5 minutes
	<i>Discussion on Maintaining Meaningful Skills</i>	10 minutes
	<i>Optional Activity and Discussion</i>	10 minutes
	<i>Practice Questions</i>	5 minutes
	<i>Ending the Session</i>	5 minutes
	Total Time	180 minutes

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and Powerpoint application;
 - Hard copy of overheads or disk with Powerpoint presentation;
 - Some blank overheads, a flipchart or chalkboard with markers, chalk, etc.;
 - *Resource Guide* for all class participants; and
 - Plastic combs (6).

Preparation

Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for the presentation. The information could be presented verbatim or paraphrased, as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to Session #8. The focus of this session is using teaching strategies to help the people we support develop *meaningful* life skills.

Key Words

Do

Show overhead #2

Say

Our key words for today's session (refer to page number in resource guide) are:

- meaningful skills
- age appropriate
- meaningful teaching materials
- natural outcomes
- meaningful teaching plans
- person-centered
- skill maintenance

Your Presentation Notes

Session 8: Teaching Strategies

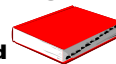


Ensuring Meaningful Life Skills

Session #8, Overhead 1

Key Words

- **Meaningful Skills**
- **Age Appropriate**
- **Meaningful Teaching Materials**
- **Natural Outcomes**
- **Meaningful Teaching Plans**
- **Person-Centered**
- **Skill Maintenance**



Session #8, Overhead 2

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

Review of Teaching Strategies for Personalizing Skill Development

Do

Show overhead #3

Say

Our goal in personalizing teaching strategies is to make teaching as effective and enjoyable for the individual as possible. The goal for effective teaching and enjoyable learning is important for all ages. For the very young to the very old. Teaching age-appropriate skills and teaching skills in natural settings is a way to personalize learning activities for everyone. We will talk about a number of different teaching strategies for personalizing teaching.

Say

We have talked about our basic teaching strategies of task analysis, least-to-most assistive prompting, reinforcement and error correction to suit individuals on an individual basis.

Your Presentation Notes

The Goal

The goal of personalizing teaching is:

- **to make teaching as effective and enjoyable for the individual as possible**

Session #8, Overhead 3

Do

Show overhead #4

Say

In addition, we can change the basic teaching strategy to suit an individual by using any of the following:

- most-to-least assistive prompting
- forward or backward chaining
- shaping

Do

Show overhead #5

Say

For skills that involve a lot of physical movement and with individuals who respond to physical guidance, we can provide help in learning a new skill through *most-to-least assistive* prompting. In most-to-least assistive prompting, we provide more assistance on an individual's first attempts to do a step in a skill than we provide on later attempts to do the step.

Do

Show overhead #6

Say

For individuals who find it hard to learn a skill when we teach with a *whole task* approach – that is, teaching all steps in a skill

Your Presentation Notes

Ways to Do It

Change the basic teaching strategy by using any of the following:

- most-to-least assistive prompting
- forward or backward chaining
- shaping

Session #8, Overhead 4

Most-to-Least Prompts

Should be used when:

- skills require physical movement
- individual responds to physical guidance
- more assistance is needed for the individual on the first attempt at completing the skill

Session #8, Overhead 5

Chaining

Forward or backward chaining should be used when:

- teaching all steps in a skill each time we teach
- forward chaining teaches one step-at-a-time in the order usually completed
- backward chaining teaches one step-at-a-time in the reverse order

Session #8, Overhead 6

each time we teach the skill – we can make learning the skill easier through *chaining*. We can teach each step one at a time in the order in which the steps are usually done to complete the skill through *forward chaining*. We can also teach each step one at a time in the reverse order in which the skill is usually done through *backward chaining*.

Do

Show overhead #7

Say

For individuals who do not respond to, or dislike, being prompted we can teach through *shaping*. Remember that in shaping, we reinforce individual attempts at completing a skill only as each attempt comes closer to the desired skill than the previous attempt.

We also noted that when we cannot teach an individual to completely do a skill, it is still helpful to teach part of the skill so that the individual can *partially participate* in useful and enjoyable activities.

With all of the different teaching strategies, we discussed the importance of teaching the individual to *generalize* newly learned skills across situations in which the individual needs the skills. We can help individuals use skills across situations in which the individuals

Your Presentation Notes

Shaping

Shaping should be used when:

- individuals do not like being prompted
- reinforcement is needed as each step comes closer to the desired skill

Session #8, Overhead 7

live, work and play by teaching in different situations.

Do

Show overhead #8

Say

Finally, we talked about the importance of *responsive teaching*. Responsive teaching is the basis of how we personalize teaching to suit individual learners: we change how we teach *in response to* how well the individual learns from our teaching and how much the individual likes how we are teaching.

Guidelines for Teaching Meaningful Life Skills

Say

No matter which teaching strategy we use with individual learners, it is important to remember the main goal of teaching.

Do

Show overhead #9

Say

The goal of teaching is to support individuals with disabilities in living as independently and enjoyably as possible. In order to reach this goal, we must make sure that what we teach is truly meaningful or functional for each individual.

Your Presentation Notes

Responsive Teaching

Changing how we teach in response to:

- how well the individual learns from our teaching, and how much he or she likes how we teach



Session #8, Overhead 8

Independence and Enjoyment

The main goal of teaching:

- support learners in having as much independence and enjoyment in their lives as possible



Session #8, Overhead 9

Often, one of the biggest problems in teaching programs in many settings is that individuals spend time being taught or doing things that have no real effect on helping them to live more independently or enjoyably. That is, individuals spend time in many programs doing things that do not help them to function in natural settings in the community in which people live, work and play.

For example, how many of you have seen adults with disabilities spending time putting pegs in pegboards as part of their teaching programs? The individuals put the pegs in pegboards, a support staff then empties the pegs out of the boards, and then the individuals put the pegs back in the boards. How useful is this activity for teaching people with disabilities to function in natural settings where people like you and I spend our time?

Do

Ask participants to arrange in groups of three or four. Then ask the participants to think of activities they have seen people with disabilities being instructed to do that have no apparent meaning for helping people function more independently (that is, people being instructed in “busy” work that has no real benefit for learning purposes). After a few minutes, ask the participants to share some of the nonmeaningful activities that

Your Presentation Notes

they have observed. Write some of the activities on a blank overhead transparency. Inform the participants that you will return to these activities later in class.

Say

Surveys and observations of teaching programs around California and the United States in general have shown a number of common teaching activities in many programs that really do not help people with disabilities function more independently.

Do

Show overhead #10

Say

Besides being taught to put pegs in pegboards, teenagers and adults with disabilities are often observed being instructed to color in children's coloring books, put three-piece puzzles of cartoon characters together, string toy beads on a string, and put plastic circle rings on a ring stack.

Do these activities help the individuals to do useful things in natural communities with their peers without disabilities? Or do these activities simply provide individuals with something to do during teaching programs? In most situations, these activities have no useful impact on the individuals' lives outside of the teaching situation.

Your Presentation Notes

**Not Very Meaningful
for Adults**

- coloring in children's coloring books
- putting three-piece puzzles together
- stringing toy beads on a string
- putting plastic circle rings on a ring stack

Session #8, Overhead 10

To make sure we teach skills that truly support individuals with disabilities in learning skills that will help them live more independently and enjoyably, we can follow several important guidelines in selecting the skills we teach.

Do

Show overhead #11

Say

One of the best guidelines for making sure that what we teach is meaningful for an individual is: *the skill we are teaching a learner would be performed for the learner by someone else if the learner could not do the skill by him or herself*

For example, if an individual could not brush his or her teeth, would someone else brush the individual's teeth?

Do

Prompt answers from the participants. Ask the participants to explain why someone else would brush the individual's teeth (that is, because teeth brushing is an important component of good personal hygiene).

Your Presentation Notes

Teaching a Meaningful Skill

A meaningful skill is one that:

- **would be done for an individual if the individual could not do it for him or herself**

Guideline #1

Session #8, Overhead 11

Do

Show overheads #12 and #13

Do

Review each activity listed on the overhead. Ask different participants from the class to tell whether each activity is something that someone such as a DSP would do for the individual if the individual could not do the activity by him or herself. Prompt discussion regarding why a DSP would or would not do the activity for the person. Then ask which activities are most meaningful for the individual.

Say

With this guideline, there are many useful skills that we can identify to teach to individuals. One of the best examples is self-care skills. For example, if an individual does put on deodorant, comb their hair, brush their teeth, etc., the DSP would have to do these things for the individual.

Do

Ask participants if they would rather do the types of self-care skills for themselves or have someone do those things for them. Prompt discussion on how being able to care for oneself allows us — as well as people with disabilities — to have more control over our own lives and to help enjoy daily activities compared to someone else doing those things for or to us.

Your Presentation Notes

Meaningful?

- identify food types by pointing to plastic pieces of food
- put on a jacket
- dress a doll with Velcro clothes
- follow the dots to draw squares, triangles, etc.

Session #8, Overhead 12

Meaningful?

- sort play coins by color
- put toothpaste on a toothbrush
- pay for a meal at a local restaurant



Session #8, Overhead 13

Ask for three or four pairs of volunteer participants to participate in an activity to look at what it is like when people do things for or to you in contrast to teaching you to do them yourself. Give one member of each pair a comb (clean thoroughly between classes). Ask that person to comb the other person's hair. Ask the other participants to watch while the combing occurs and after the combing. After the demonstrations, ask the participants who had their hair combed how they feel. Ask the participants who had his or her hair combed if they then readjusted their hair themselves or wanted to readjust their hair.

Say

When someone combs our hair, many of us prefer to then straighten our hair ourselves after the combing. The point is, most of us like to fix our own hair. We also usually prefer to do other types of self-care activities for ourselves rather than having someone else do the activities for or to us. The same holds true for many individuals with disabilities. This is another reason the guideline is a good one for selecting meaningful teaching activities: most people prefer to have the skills to take care of themselves. **Since you are spending valuable time in teaching, you might as well use the time to teach something that will help an individual be more independent.**

Your Presentation Notes

Do

Show overhead #14

Say

A second guideline for making sure what we teach an individual is really meaningful is: *the more often a skill is needed by someone, the more important it is to teach the person to do the skill for him or herself.*

For example, think about: (1) an individual who does not know how to greet people when the individual sees a person for the first time during the day and, (2) the individual is being taught how to identify the months in which certain holidays occur.

Naming the months of holidays is important. However, this skill is not used nearly as often as greeting people every day. Which skill would be more useful for an individual to know how to do as part of the individual's day-to-day life?

Do

Show overhead #15 and #16

Do

Go down the list of skills paired together on the overhead and ask different participants to tell which skill in each pair would be more meaningful to teach to an individual because the skill would be used more often.

Your Presentation Notes

Teaching a Meaningful Skill

The more often a skill is needed by someone, the more important it is to teach.

Guideline #2

Session #8, Overhead 14

More Meaningful?

- sing a Christmas song or shake someone's hand
- use an umbrella or identify shapes (circles, squares, etc.)
- make a telephone call or light a candle

Session #8, Overhead 15

More Meaningful?

- say the pledge of allegiance or carry out the trash
- cash a check or make a snowman



Session #8, Overhead 16

Once again, if we are personalizing teaching and making it meaningful for an individual - teaching an adult to use an umbrella would certainly be more meaningful than identifying shapes. However, if you were teaching a toddler - identifying shapes would be more meaningful and safer than using an umbrella.

Say

The third guideline concerns the degree to what we teach an individual is *age appropriate*.

Do

Show overhead #17

Say

Many of you are probably familiar with the issue of age appropriateness. From a teaching point of view, skills that we teach to individuals are more likely to be meaningful for them if the skills are the same skills used by people without disabilities who are of the same general age.

For example, think about the situation noted earlier in which an adult with disabilities is being taught to put pegs in a pegboard. Is putting pegs in a pegboard something that we see many adults doing in natural communities or in your neighborhood? Teaching skills to put pegs in a pegboard is not something many adults do very often if at all. Teaching adults with disabilities to put pegs in a pegboard means that we are

Your Presentation Notes

Teaching a Meaningful Skill

***Age-appropriate skills
are used by people of
the same general age
group as the individual
in natural communities.***

Guideline #3



Session #8, Overhead 17

teaching something that is not age appropriate and not very meaningful.

Teaching individuals with disabilities age appropriate skills not only helps individuals to be an active part of normal communities and activities, it also helps individuals to be accepted by others in their communities.

Think about a situation in which an adult with a disability has been taught how to play with a toy truck. If the adult plays with a toy truck in a community park, other people in the park are likely to shy away from the individual – because people are not use to seeing adults play with toy trucks. On the other hand, if the individual has been taught to shoot a basketball or feed birds in the park, other people are not as likely to shy away from the individual. It is common to see adults shoot a basketball or feed birds in a park. These skills are more age appropriate for adults than playing with a toy truck.

The issue of age appropriateness often raises some debate. Although it is more meaningful to teach age appropriate skills, some people may prefer to do some things that are not viewed as age appropriate. Here is a general suggestion though.

Your Presentation Notes

Do

Show overhead #18

Say

The suggestion is that we should try to teach skills that are age appropriate because they are the most meaningful for people. During leisure time, opportunities for a variety of activities should be offered. If people choose to do things that are not age appropriate during their leisure time, then that would be their choice. However, we should offer *both* things that are and are not age appropriate. To do this, we must make sure we have age appropriate materials and activities available from which to choose. We should also make sure we have taught how to do age appropriate activities so that individuals can do those things and then have a true choice to do something age appropriate or age inappropriate.

The suggestion should not be viewed as a mandate, but a guideline for supporting individuals in participating in meaningful activities and learning new skills. Support staff should decide the issue of age appropriateness in light of the wishes of individuals, their support teams and the values and practices of their agencies.

Your Presentation Notes

When to Use?

- **When teaching, teach age appropriate skills**
- **During leisure time, provide many choices -- include what the individual likes even if not age appropriate**

Session #8, Overhead 18

Do

Show overhead #19

Do

Review the list of skills on the overhead. Ask different participants to decide how each skill would be age appropriate to teach to an individual with disabilities. Depending on the age of the individual, prompt discussion about how each skill would or would not be likely to help the individual participate in community activities and be accepted by peers without disabilities.

Say

To make sure what we teach is age appropriate, we must think about both the skills we are teaching and the materials we use during teaching. To be age appropriate, the skills should meet the guidelines we are talking about in this class. For materials used in teaching to be age appropriate, the materials must be the same – or at least very similar to – the materials that an individual's age group peers would normally use when applying their skills during an activity.

Do

Show overhead #20

Do

Review the pairs of materials used in the teaching activities with the participants.

Your Presentation Notes

Age-Appropriate?

- color in a coloring book
- play checkers
- play in a sand box
- play volleyball
- walk a dog on a leash
- play a toy drum



Session #8, Overhead 19

Age-Appropriate Materials?

- count play money or count dimes and nickels
- sort spoons and forks or sort colored pegs
- turn on a toy radio or turn on a TV
- open a car door or open a doll house door

Session #8, Overhead 20

Prompt participant discussion around which materials in each pair would be age appropriate or not for an adult. Try to focus the decision over whether the materials are age appropriate around the question, "Would these materials be used by people of the same age as the individual when doing the activity?"

After reviewing the pairs of materials, ask the participants if they can think of another reason as discussed in an earlier class why the materials used in teaching should be the same as materials normally used to complete an activity in natural communities. Prompt discussion that by using the same materials that the individual would normally use to complete the activity in natural communities, we can help teach the individual to *generalize* the skills to different situations in which the individual would need the skills.

Do

Show overhead #21

Say

A fourth guideline for making sure what we teach to individuals with disabilities is meaningful is: *the skills can be used to support the learner in getting something the learner wants, or get out of something the learner does not want, without using a challenging behavior.*

Your Presentation Notes

Teaching a Meaningful Skill

Teach skills that support an individual in getting something wanted or to avoid something unwanted without having to use a challenging behavior.

Guideline #4

Session #8, Overhead 21

In the sessions on Positive Behavior Support, we talked about how challenging behaviors often serve a communication function or purpose. In many cases, challenging behavior occurs because a consumer is telling us she or he wants to do something or does not want to do something. We can help individuals avoid challenging behavior by teaching them ways to communicate what they want and do not want that are similar to the ways all of us express our desires.

Think about the situation in which an individual becomes tired during a teaching session. A DSP is teaching the individual to brush his or her teeth. The individual may slap at the DSP because the individual has learned that by slapping, the DSP will stop the teeth brushing (for example, to avoid being slapped again or to carry out a behavior program). One way to prevent or stop slapping in such a situation would be to teach the individual a better way to say she or he is tired and wants a break. We could teach the individual to say or sign “break” or “stop”, and then continue teaching teeth brushing after the break.

Your Presentation Notes

Do

Show overhead #22

Say

The fifth and final guideline for making sure what we teach is meaningful for the individual is the most important, and relates to all the other guidelines. Specifically, we should teach skills that lead to *natural outcomes* for the individual.

Teaching for natural outcomes means that we teach skills to individuals that support them in doing and achieving things that people do in the natural settings in which they live, work and play. These outcomes are the main reason we teach; they support individuals with disabilities in living independently and enjoyably.

As an example, a natural outcome of learning how to dial a telephone is to be able to talk to someone at a time when the individual wants to talk to the person. A natural outcome of learning how to make a pizza is that you eat it after you cook it.

All of our teaching efforts should be directed to supporting individuals in obtaining natural outcomes that result from being able to do the skills that we teach. Of course, as discussed earlier, at first we may have to build other outcomes into our teaching

Your Presentation Notes

Teaching a Meaningful Skill

***Teach for natural
outcomes***



Guideline #5

Session #8, Overhead 22

programs, such as a individual receiving praise from a support staff as the individual learns some steps of a skill. However, the final goal is to support the individual in learning the skill. Then the individual can use the skill to obtain the natural outcome of the skill in communities in which she or he lives, works or plays.

Do

Show and review the guidelines for meaningful teaching activities on overheads #23 and #24.

Do

Then ask the participants to get back into their groups of three or four. Show the overhead on which you wrote examples of nonmeaningful or nonfunctional teaching activities that the participants shared earlier in class. Ask the participants to discuss in their groups how each of the activities on the overhead could be changed to become more meaningful for individuals with disabilities. Then ask each group to share their ideas with the entire group. Prompt discussion around how the activities can be changed to become more meaningful for individuals by using the guidelines discussed in class.

Your Presentation Notes

Some Guidelines

Some Guidelines for Teaching Meaningful Life Skills

- 1. individual could not do the skills for him/herself**
- 2. teach skills that can be used often**
- 3. teach age-appropriate skills**

Session #8, Overhead 23

Some Guidelines, continued

- 4. teach skills that support an individual in getting something wanted or avoid something unwanted without challenging behavior**
- 5. teach skills that lead to natural outcomes**

Session #8, Overhead 24

Developing Meaningful Teaching Plans

Say

For many of us, what and how we teach comes from an individual's teaching plan. This is a written plan developed by an individual and his or her support team that describes how we should teach. Good plans include goals and the steps needed to reach those goals. These steps show what to teach and can tell the DSP about the progress that someone is making in learning. The teaching plan also ensures that all DSPs working with an individual are teaching the same steps identified for learning the new skill.

Say

In the *Activities and Worksheets* section of your *Resource Guide* (please refer to the page) is an example from session #3. It's a teaching plan for Vernon who wants to learn how to shave himself. It tells the steps it takes to complete shaving and it gives the DSP a way to record progress in teaching those steps.

Say

How teaching plans for individuals are developed is a very important part of making sure we teach skills that are truly meaningful for individuals.

Your Presentation Notes

To make sure teaching plans are developed such that the plans support individuals in learning meaningful skills, there are several key steps that are helpful for developing plans.

Do

Show overhead #25

Say

The first step in developing a meaningful teaching plan is to make sure that everyone who will be carrying out the plan to teach an individual is involved in developing the plan. Most of us carry out duties and enjoy the duties more if we have some say in what we will be doing. The same holds true for carrying out teaching plans.

A very good way to make sure the goals of teaching plans lead to individual outcomes that support the individual in living as independently and enjoyably as possible is to make sure teaching plans are *person-centered*.

As discussed in other classes, a key part of being person-centered means teaching plans are developed by the individual and the people who know the individual best. From a teaching point of view, the DSPs who carry out the teaching plans often know a great deal about the individual's likes and dislikes.

Your Presentation Notes

Meaningful Teaching Plans

- Make plans *person-centered*
- The individual and people who know the individual best should help develop them
- Develop plans to lead to natural outcomes for individuals

Session #8, Overhead 25

Teaching Plan and Individual Progress Record

Name: Vernon Mayberry

Goal: Vernon wants to do more for himself

Objective: Learn to shave himself by June 30th

"+" = independent "O" = Needs a prompt

Task Analysis:

	5/1	5/2	5/3	5/4	5/5	5/6	5/7	5/8	5/9	5/10
1. <u>Gets shaver</u>	0	0	0	0	0	0	0	0	0	0
2. <u>Plugs in shaver</u>	0	0	0	0	0	+	+	+	+	+
3. <u>Turns on shaver</u>	+	+	+	+	+	+	+	+	+	+
4. <u>Shaves faces</u>	+	0	0	0	+	+	+	+	+	+
5. <u>Feels for unshaven beard</u>	0	0	0	0	0	0	0	0	0	0
6. <u>Turns off shaver</u>	0	0	0	0	+	+	+	+	+	+
7. <u>Puts shaver away</u>	0	0	0	+	+	+	+	+	+	+
8. _____										
9. _____										
10. _____										
11. _____										
12. _____										
13. _____										
14. _____										

Do

Show overhead #25 again

The second step is to make sure the teaching plans are developed to support individuals in achieving natural outcomes. As indicated earlier, the goal of all teaching programs should be to support individuals in achieving outcomes that individuals want and can use in natural communities. It is these outcomes that support individuals in living as independently and enjoyably as possible.

Do

Show overhead #26

Say

The third step in developing meaningful teaching plans involves how the teaching will occur as part of the plan. *How* teaching will occur relates to the teaching materials and strategies that will be used during teaching. We have talked about making sure teaching materials are meaningful by using materials that are the same or very similar to the materials that are normally used in natural activities of living, working and playing.

Do

Show overhead #27

Say

We have also talked about many types of teaching strategies in this and earlier classes.

Your Presentation Notes

Meaningful Teaching Plans

- **Make plans *person-centered***
- **The individual and people who know the individual best should help develop them**
- **Develop plans to lead to natural outcomes for individuals**

Session #8, Overhead 25

Meaningful Teaching Plans

- **Use meaningful materials and responsive teaching strategies**
- **Tell when and how often teaching should occur**

Session #8, Overhead 26

Effective Strategies

Use a teaching strategy that:

- **is effective in helping the individual learn the skill**
- **the individual likes**
- **the teacher is comfortable using**



Session #8, Overhead 27

Remember that we try to choose a teaching strategy that: (1) is effective in terms of truly supporting the individual in learning the skill, (2) is liked by the individual and, (3) the teacher is comfortable using.

Do

Show overhead #26 again

Say

The final step to help develop meaningful teaching plans is to make sure the plans tell when and how often the teaching plans should be carried out. Generally, the more we teach, the more likely it is that individuals will learn meaningful skills.

Do

Ask the participants to get in their groups again. Then ask the participants to think of all the situations they might use to teach some of the meaningful skills to individuals that they have previously identified. Remind the participants that teaching can take place in formal teaching sessions *as well as* any time during the day in which an individual could use the skill. Ask participants from different groups to share their ideas with the class.

Your Presentation Notes

Meaningful Teaching Plans

- **Use meaningful materials and responsive teaching strategies**
- **Tell when and how often teaching should occur**

Session #8, Overhead 26

Implementing Meaningful Teaching Plans

Do

Show overhead #28

Say

Of course, a teaching plan is useful for a individual only to the degree that the plan is carried out. There are two main points to look for in carrying out a teaching plan.

The first point is to make sure the plan *is carried out as written*. If teaching plans are not carried out as written, then we cannot evaluate if the plan is working to help the individual learn meaningful skills. Carrying out a teaching plan as written is also important to make sure everyone carries out the plan in the same way. For example, if people on different work shifts in a home change the task analysis a little by teaching different steps or teaching steps in a different order, then the teaching will be confusing for the individual. In short, if different people teach in different ways, then it will be harder for the individual to learn meaningful skills that the plan is suppose to teach.

The second main point in carrying out a teaching plan is that teaching should be *responsive*. That is, a teaching plan should be carried out or changed in response to what

Your Presentation Notes

Two Key Points

- Carrying out teaching plans:

- plans *must* be carried out as written
- plans should be *responsive*



Session #8, Overhead 28

the individual does as we described in the previous session. If a individual does not make progress in learning a meaningful skill after about three teaching sessions, or does not like how teaching is occurring, then the teaching plan should be changed by the individual and his or her support team.

Supporting Learners in Maintaining Meaningful Skills

Say

In many teaching plans, what an individual should do to show she or he has learned the skill being taught is written into the plan. This is often referred to as the mastery level for showing that a individual has learned a skill. For example, Vernon completes shaving on his own four out of five times. Teaching programs should be continued until the teacher has taught the individual to the level noted in the plan. However, even when an individual shows she or he has learned the skill being taught, the teacher's job is not over. That is, the teacher should then support the individual in *maintaining* the skill.

Your Presentation Notes

Do

Show overhead #29

Say

Maintaining a newly learned skill means that an individual can continue to use the skill over time. In one sense, maintaining a meaningful skill is like remembering how to do something over time.

Once an individual has learned a meaningful skill as a result of a teaching plan, it should not be assumed that the individual will maintain or remember how to use the skill. Rather, the person should be *taught* to maintain the skill.

Do

Show overhead #30

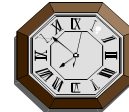
Say

There are two good ways to support an individual in maintaining a newly learned skill. The first way is to provide opportunities to practice the skill. Support staff can help an individual practice a newly learned skill by conducting a teaching session with the individual every now and then even when the individual has already learned how to do the skill. During these times, it is very important that the staff always reinforce the individual's practice of the skill in order to help the individual stay motivated to practice and use the skill.

Your Presentation Notes

***Maintaining
a Skill Is***

**Being able to use
the skill over time**



Session #8, Overhead 29

Maintaining Skills

- **Can be helped by . . .**
 - **teaching the skill every now and then even after the individual has learned the skill**
 - **providing opportunities to practice the skill in natural settings in which the skill is needed**

Session #8, Overhead 30

A second way to support an individual in maintaining a newly learned skill is to make sure the individual has opportunities to use the skill in natural settings in which the person lives, works or plays. Remember earlier that we talked about teaching skills so that individuals can obtain desired, natural outcomes? Part of our teaching plans should involve supporting individuals in having opportunities to use their newly learned skills in natural settings in which the skills are normally used. In this manner, the individual can obtain the natural reinforcer from knowing how to do something that is useful for the individual.

Say

In our last two sessions, we have talked a lot about how to use teaching in ways that support life quality. In our next session, we will focus on the different stages of our lives and how we can support people through meaningful activities.

Do

Hand out the optional homework activity for the next class session. Inform the participants that the instructions for completing the assignment are included.

Your Presentation Notes

Note: If you choose not to pass this out at this time, make sure to provide time to read it and complete the activity at the beginning of the next session.

Presentation and Review of Optional In-Class Activity

Note: If you have time at the end of this session, here is an optional activity you can use. You could also use this for a homework activity. You can use the teacher's script below for either a wrap-up of this session or as a lead-in to the next session.

Say

Please turn to the activity titled *Ensuring Meaningful Life Skills* in your *Resource Guide* (refer to the appropriate page number). Think about the individuals with whom you work and answer the questions on the worksheet.

Wait about 5 minutes and -

Say

In this activity, you were asked to write some of the most and least meaningful teaching tasks that you have seen individuals with disabilities be instructed to complete.

What did you come up with?

Your Presentation Notes

**Optional Activity:
Ensuring Meaningful Life Skills**

Think of individuals whom you have observed in different teaching activities.

What are some of the activities you observed that did not seem to be skills that the individuals could use to live more independently in natural communities in which people without disabilities live, work or play?

What are some of the activities you observed that seemed to be building skills that the individuals could use to live more independently in natural communities in which people without disabilities live, work or play?

Do

Lead a discussion using information from today's presentation to guide your response to participants' answers.

After the discussion -

Say

The important thing to remember from today's presentation is to make sure we support people with disabilities in participating in truly meaningful teaching tasks, and not participating in tasks that have no apparent benefit for the individuals outside of the teaching situation.

Practice Questions

Say

In your *Resource Guide* (refer to the appropriate page), you will find some practice review questions about this session.

Please take a few minutes to read the questions and mark your answers on the practice form.

Wait about 5 minutes

Say

Let's review your answers.

Your Presentation Notes

Do

Make sure that all of the questions are answered correctly and review the information as needed.

Ending the Session

Say

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of the each *Resource Guide*. All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. Any questions? See you next time.

Your Presentation Notes

Key Word Dictionary

Teaching Strategies: Ensuring Meaningful Life Skills

Session #8

Age Appropriate

Learning and doing things that are similar to what people without disabilities of the same age group usually do. When teaching skills to individuals with developmental disabilities, it is usually in the best interest of the individuals to teach skills that are the same skills that other people their age learn and do.

Meaningful Skills

Skills that help individuals live their lives in an independent and enjoyable way. All teaching programs should teach skills that are meaningful to the individual learner.

Meaningful Teaching Materials

Using materials that have importance to the individual (for example, materials known by the learner, things which are reinforcing to the individual).

Meaningful Teaching Plans

Plans which focus on skills that: (1) learner could not do for him or herself; (2) can be used often; (3) teach age-appropriate skills; (4) support a learner in getting something wanted or avoid something unwanted without challenging behavior; and (5) that lead to natural outcomes.

Natural Outcomes

Natural outcomes refers to achieving things in natural settings in which people live, work and play. Natural outcomes are the goal of teaching: to support people with disabilities in doing things in settings in which people naturally live, work and play. For example, drinking coffee is the natural outcome for making it or buying it at a coffee shop. Gaining natural outcomes helps people live independently and enjoyably.

Person-Centered

Supporting people with disabilities in making their own choices for everyday and major lifestyle decisions.

Skill Maintenance

Refers to a person being able to perform a skill long after the person has learned the skill. Teaching programs should be set up to help people do the skills for a long time – to *maintain* the skills over time.

If You Want to Read More About Teaching Strategies: Ensuring Meaningful Life Skills

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